

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ ( )  
☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal: Dr. Stephan Charton

Official School Name: Solomon Schechter Day School of Raritan Valley

School Mailing Address:  
511 Ryders Lane  
East Brunswick, NJ 08816-2769

County: Middlesex State School Code Number\*: N/A

Telephone: (732) 238-7971 Fax: (732) 238-7531

Web site/URL: ssdsrv.org E-mail: chartons@ssdsrv.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: N/A

District Name: Tel:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Michael Kaufman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4.   3   Number of years the principal has been in her/his position at this school.

       If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7		6	6
K	14	9	23	8	4	6	10
1	13	6	19	9			0
2	7	9	16	10			0
3	8	13	21	11			0
4	10	8	18	12			0
5	6	9	15	Other			0
6	8	1	9				
TOTAL STUDENTS IN THE APPLYING SCHOOL							137

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
 \_\_\_\_\_ % Black or African American  
 \_\_\_\_\_ % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 100 % White  
 \_\_\_\_\_ % Two or more races  
 \_\_\_\_\_ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	155
(5)	Total transferred students in row (3) divided by total students in row (4).	0.019
(6)	Amount in row (5) multiplied by 100.	1.935

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>11</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>2</u>
Support staff	<u>3</u>	<u>11</u>
Total number	<u>20</u>	<u>26</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 5 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	98%	97%	97%	97%	97%
Teacher turnover rate	16%	4%	10%	12%	1%
Student dropout rate	1%	1%	0%	0%	0%

Please provide all explanations below.

2007-2008 Teacher Turnover rate- one teacher moved out of state, three teachers were not rehired for various reasons. One teacher could not work enough hours, another took a teaching position at another school, and the fourth teacher was not compatible with the school.

The Teacher turnover rate in 2003-2004 was actually 0%, but the system would not let us put in a 0. No teachers left the school during that time.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	%

## PART III - SUMMARY

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Solomon Schechter Day School of Raritan Valley is a twenty-eight year old co-educational, egalitarian, K-8 institution housed in the East Brunswick Jewish Center. The objective of the school is to be "the premier Jewish Day School" in New Jersey. It provides a school day evenly divided into secular studies and Jewish studies. All activities (classroom instruction, community service, extra-curriculars, trips, discipline) are informed by Jewish values, beliefs and behavior. Our school focuses consistently on the whole student - to provide them with a strong base of subject knowledge and a religious and ethical framework of behavior in which to apply learning.

For the past three years, with a new Board of Trustees, a new Administration team and an energized faculty, significant changes in all areas of SSDSRV have been implemented. Obsessed with providing excellence in academics, all areas of the general studies curriculum now adhere to the NJ Core Curriculum Content Standards. The curriculum also reflects the latest recommendations found in the reports of Professional Associations such as NCTM, NCTE, NSTA, etc. We have had a consultant for three years to focus our teachers on the writing process. In Judaic studies, we upgraded the Hebrew Language program, and now have a paraprofessional on staff in order to give extra support to those students needing additional assistance to succeed. Our Jewish Studies curriculum begins with an emphasis on Hebrew, and focuses on sacred text study, culture, history, traditions, and the religious and ethical aspects of Judaism.

We use data generated from the Terra Novas, as well as from Waterford or Success Maker to help inform our practices. Curriculum development is ongoing. We have adopted the UCLA Lab School model to structure our daily lessons, and the approach of Danielson to evaluate staff and school. Grades K-4 has one General Studies teacher and one Hebrew teacher per grade, along with an aide if needed. These are self-contained classes, with teachers providing multi-disciplinary instructions. Every student has math and language arts daily, as well as Hebrew (K-8). Working with the Middlesex County Commission, special education services are provided to our classified students. The Middle School (G6-8) has students circulating among Hebrew and General Studies specialties. Classes are heterogeneously grouped and remain relatively small. Particularly in math, differentiated instruction allows some students to move more rapidly and in-depth in the subject. Use of enrichment materials also helps us give students a more powerful experience. Every year, students qualify for the Johns Hopkins Young Scholar Program. SSDSRV has a full range of after-school activities such as karate, cooking, basketball, music, art, etc. funded by parents. All activities are co-ed and anyone can play or participate in any activity.

We have received four major grants since 2005-2006 from the Gruss Foundation. We have a mini computer lab in Kindergarten which runs Waterford, a readiness program for math, reading, and science. For grades 1-5, there is a fully equipped computer lab which gives students exposure to math and reading/language arts by running Success Maker, a software program from Pearson. We were named as a site for the international E2K program which provides students with extraordinary challenges in science and math, and professional development was done in Israel. This year, we were granted a state-of-the-art science lab (for all classes K-8).

As we upgraded our curriculum and resources, we also looked to restore the centrality of Jewish values and ethics in daily life. Now, every Bar/Bat Mitzvah project becomes a school project. We have established a strong and ongoing relationship with Elijah's Kitchen in New Brunswick, where our students serve lunches (c. 120-130 per lunch) to homeless clients. On students' initiative, they have begun a coat drive for clients of Elijah's Kitchen. Our Guidance Counselor has framed issues of bullying and behavior in terms of the teaching of Judaism. Prayer services, run by students, have become more meaningful as older students "tutor" younger pupils how to pray.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The Terra Nova has been used at SSDSRV for many years as one indicator of student and school accomplishments, as well as areas for improvement. Over the past few years other standardized data from the Waterford/Success Maker programs has been added. We have used an updated version of the Terra Nova's each year for the past three years. We use Grade 3 and Grade 8 scores as bell weathers for our school, somewhat paralleling the State of New Jersey.

A review of the MNCE data for 2006, 2007, and 2008 reveals fluctuations, not radical shifts. The data shows a strong school with a changing curriculum that is becoming more effective each year in assisting pupils to grow intellectually.

Over the past three years, in the Middle School (grades 6-8), there has been consistent strength shown in both math and reading. In that same period, we made sweeping, fundamental changes in our math, science, and language arts/reading programs. Solomon Schechter continues to use multiple data sources to make educational decisions for the school. These sources include standardized assessments, Pearson Success Maker software program, report cards, input from instructional staff, and student portfolios (particularly in the area of written expression).

Our third grade students, in 2007, scored lower in the Terra Nova's than we liked, but in 2008 those same students increased their scores in both math and reading. We believe that as teachers continue to implement the new programs, we will continue to see student growth.

SSDSRV prides itself on being an inclusive school. We had 18 students with disabilities in 2007, a representative number. All classes are heterogeneously grouped, and curriculum and instruction changes are always done with their needs factored into the solution.



Our new lower school library is used by staff to provide a "non-pressure" setting for students to choose reading materials for recreation or research purposes. Research skills are also taught through research projects which begin in the library. Our library has both English and Hebrew texts.

In the Upper School Library, there is a more focused collection which supports both Jewish Studies and General Studies classes. Our annual Animal Farm seminar for eighth grade is held here. A Smart Board and computer bank provide students with non-text resources.

As research has shown, writing practice is a critical component of good reading, so our teachers emphasize writing skills beginning in kindergarten. Therefore, our reading (writing) interdisciplinary approach engages lower and upper school teachers regardless of the subjects being taught. (In math and science, more exercises require careful reading and answers in sentence/paragraph form than ever before) Social Studies classes require constant reading of original documents and texts, essays, and writing assignments.

## **2b. (Secondary Schools) English:**

The Language Arts curriculum, newly revamped, focuses on writing skills for each grade. Writing activities are constant in all areas. Writing portfolios have been established for each student, with selected samples retained to show student development. The curriculum is organized to teach and reinforce specific skills at particular grade levels. Teachers use data from Waterford or Success Maker in conjunction with classroom demonstrations, to assess how their pupils are progressing. Data from the Treasures assessments also helps teachers inform their practices. The Treasures Reading Program also promotes "leveled" reading within the heterogeneously grouped classroom. Our objective is to help each student rise from one level to the next. One teacher (who functions as a Compensatory Education teacher) has a schedule of in-class visitations to assist weaker readers in the classroom. She will take selected students (on a set schedule) to work on specific skills. The Compensatory Educator uses a multi-sensory approach (Orton Gillingham, Wilson) to teach the below grade level students. She integrates this method with the Treasures reading series where appropriate. In addition, all aides from the County are assigned to classified students in two areas - math and language arts.

## **3. Additional Curriculum Area:**

Technology has become the underlying support for all courses at SSDSRV. The mastery of technology is a basic skill all students must have in order to thrive in the twenty-first century. There is a separate computer lab to which classes are scheduled, and the Computer teacher implements a curriculum that supports classroom projects while teaching specific skills at each grade level. Students in both General Studies and Jewish Studies use the lab frequently for independent work and classroom assignments. In other areas, technology enhances the curriculum and allows teachers to present information in ways that students with different learning styles can appreciate. In math and science, we use graphing calculators and the Smart Board, electronic microscopes and other technologies to enhance education. Social Studies uses a Smart Board for all activities. In Judaic studies, our teachers use a Smart Board to illustrate history and to teach language skills. All of our students have access to the internet and there are computers in the Upper Library for students to use. Also, the art room has a Smart Board for use with all grades. In each subject area, teachers are using technology to help insure students have mastered the core concepts of each subject. The use of Smart Boards has had a major impact on the teaching strategies of teachers. Students are more actively engaged in class, and lecture time has

been reduced. Students access more data by themselves, and manipulate it on the screen with enthusiasm

#### **4. Instructional Methods:**

The school differentiates instruction by, paradoxically, having adopted a common lesson structure for all grades and classes, developed at the UCLA Lab School. Teachers received training in the use of the structure, and technology was purchased to insure the proper implementation of the program. Within that lesson framework, much creativity and variety occurs. Cooperative learning is a hallmark of the elementary grades. The use of manipulatives and "hands-on" practices are widespread. Indeed, when we chose FOSS for our Science program, we realized there is no text and that the way students learn is to experiment and draw conclusions and inferences. Because we keep class size remarkably small, teachers do individualize many activities. The Treasures program in Language Arts/Reading requires teachers to constantly evaluate student skills in order to best utilize the leveled readers. We use aides in the classroom, as well as our Compensatory Education teacher, to insure our slower students succeed and "catch up" with their peers. Our Compensatory Education teacher uses a multi-sensory approach, Orton-Gillingham, to boost the skills of struggling students. Our Gifted teacher uses a pull-out program to conduct small group instruction. Students report once per week, and work on projects for which they have input. She encourages them to use divergent thinking skills, imagination, and their sense of curiosity to collaboratively work on the project. Our Gruss Foundation's grant of Success Maker compliments all these efforts. The beauty of Success Maker is that it allows students to proceed at his/her own pace, to repeat certain exercises to better understand some concepts.

#### **5. Professional Development:**

In General Studies, for the past three years, our professional development focus has been on the writing process. While teachers do attend mini-conferences on other topics, the school has adopted the writing process as a core skill teachers need to teach and students need to learn. The request for this focus came from the staff, parent concerns, and a review of student writing by the Administration. After agreeing on this topic, we hired a consultant to work with our K-8 staff. Over the ensuing three years, we reviewed the NJCCCS as they applied to writing, adopted a common methodology to structure the process for the staff to use daily, agreed to create writing folders to hold representative work, and began to create a logical, skills-oriented curriculum K-8. The first year we met with both Hebrew and General Studies (all subjects); we then focused on General Studies staff. This process is a sustained and ongoing effort which has had positive results.

There are other professional development examples to note. The school sent the Compensatory Education teacher to a week long seminar in the Orton-Gillingham reading approach, a technique which has proven to be so powerful with struggling students. The Science teacher was sent for E2K Science training in Israel for one week, and successfully began the program at SSDSRV. Our staff was given two days of training in Foss, the very different science program. Training in Treasures (Language Arts/Reading) was also experienced by our teachers on an ongoing basis. In a slightly different area, our staff receives certification training in CPR every two years.

The common thread among all the described professional development experiences is that the clear goal of our professional development approach is to increase student learning. All the programs mentioned support the NJCCCS, and most are grounded in the professional associations major curriculum reports.

## **6. School Leadership:**

**The school has a Board of Directors consisting of parents and community members which sets policy and fundraisers. There is an Education Committee which consists of a Board Vice President, parents, a retired educator, and the Head of School and Principal. There are three full time administrators - a Business Administrator, a Principal, and a Head of School.**

**The Education Committee meets monthly to discuss curriculum and instruction issues. It spurred the changes discussed elsewhere. The Committee reviews every curriculum proposal with the Administration. It keeps everyone informed of parental perspectives and suggestions. It allows for an open forum to discuss pedagogical issues, and give some direction. It does not micro-manage, and a respectful relationship exists between the lay membership and the Administration.**

**Currently the Head of School is responsible particularly for the religious and Jewish Education aspects of the school. He leads the staff in all aspects of the Non-General concerns of the building - curriculum; religious celebrations; staff recruitment, observation and evaluation; Hebrew language; Jewish History and culture. He also has the prime responsibility for relations with external organizations. In addition, he has the overall responsibility for the school.**

**The Head of School leads both has Administrators and teachers. As an example, the HOS and Principal meet weekly with the Middle School teachers to review students who are having academic or social troubles, whose behavior has suddenly changed, and other like examples. Specific follow-up is then determined - does the teacher mentor or guidance counselor intervene, does a parent need to be contacted, etc. At the next meeting, the student is again reviewed - have we seen any progress or is a different intervention needed? These decisions are made collaboratively, and teachers often take the leadership role. Another example can be seen in program and textbook selection. Teachers have to describe what is needed on student strength and weaknesses, and they review many options with the Administrator. Only when a consensus exists will a program/text series be adopted.**

**The Principal focuses on General Studies issues - curriculum development and execution; staff recruitment, observation, and evaluation; standardized testing; Gifted and Talented as well as Special Education and Compensatory Education, etc. He also does initial student discipline, school safety, and physical plant issues.**

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Jewish

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$11725</u>	<u>\$13116</u>	<u>\$13116</u>	<u>\$13116</u>	<u>\$13116</u>	<u>\$13116</u>
K	1st	2nd	3rd	4th	5th
<u>\$13505</u>	<u>\$14856</u>	<u>\$14856</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 17510 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 8640

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 24 %

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	83	86	80		
Number of students tested	17	17	23		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Reading Grade: 2 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
Average Score	83	76	81		
Number of students tested	17	17	23		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's, as per Mr. McTighe's direction, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second/Third Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	81	68	81		
Number of students tested	16	17	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used , NCE's, as per Mr. Tighe's direction, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Grade: 3    Test: Terra Nova

Edition/Publication Year: Sccond/Third Publisher: CTB Mc-Graw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	74	65	74		
Number of students tested	16	17	15		
Percent of total students tested	100	100	100		
Number of studentsd alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.



Subject: Mathematics Grade: 4 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	May	Apr		
<b>SCHOOL SCORES</b>					
Average Score	70	71	75		
Number of students tested	15	13	19		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Reading Grade: 4 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	71	74	73		
Number of students tested	15	13	19		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used 2007-2008. The column used, NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Mathematics Grade: 5 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	May	Apr		
<b>SCHOOL SCORES</b>					
Average Score	70	76	79		
Number of students tested	13	17	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB MacMillan had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Reading Grade: 5 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	68	73	79		
Number of students tested	13	17	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used 2007-2008. The column used, NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB MacMillan had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Mathematics Grade: 6 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	74	78	71		
Number of students tested	12	11	13		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Reading                      Grade: 6    Test: Terra Nova  
Edition/Publication Year: Second/Third   Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	73	72	74		
Number of students tested	12	11	13		
Percent of total students tested	100	100	100		
Number of studentds alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Mathematics Grade: 7 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	78	78	74		
Number of students tested	12	10	19		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Grade: 7    Test: Terra Nova

Edition/Publication Year: Second/Third    Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	76	75	84		
Number of students tested	12	10	19		
Percent of total students tested	100	100	100		
Number of studentds alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition was used during 2007-2008. The column used, NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.



Subject: Mathematics Grade: 8 Test: Terra Nova  
Edition/Publication Year: Second/Third Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	78.3	84	81		
Number of students tested	10	17	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed(specify group)</b>					
Average Score	64				
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Third Edition used during 2007-2008. The column used, the NCE's, as per Mr. McTighe's directions, does not appear anywhere on the 2004 or 2005 reports, and CTB McGraw-Hill had no particular explanation. One benefit of our Blue Ribbon application is that in January 2009 the Terra Nova representative and Principal of SSDSRV will meet to plan appropriate reporting for the future.

Subject: Reading                                      Grade: 8    Test: Terra Nova  
Edition/Publication Year: Second/Third    Publisher: CTB McGraw-Hill  
Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	May	Apr	May		
<b>SCHOOL SCORES</b>					
Average Score	6.3	76	82		
Number of students tested	10	17	18		
Percent of total students tested	100	100	100		
Number of studentsd alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Special Ed(specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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